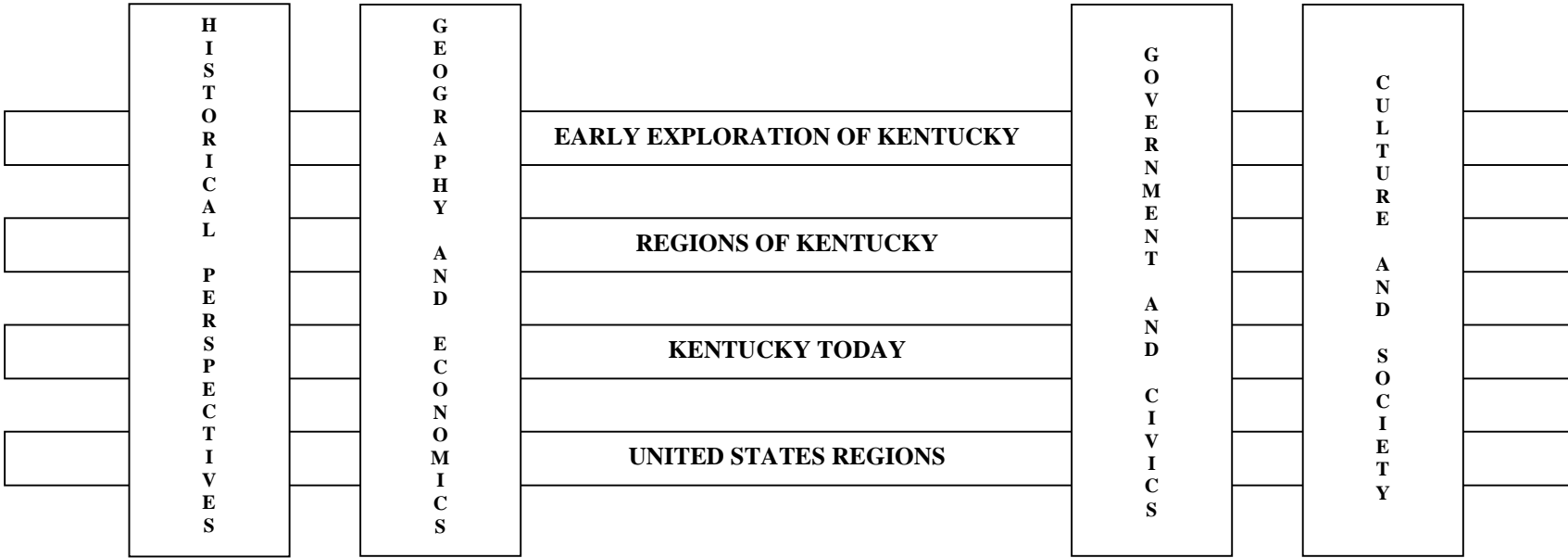


# **Elementary School Social Studies Curriculum Kentucky and U. S. Regions – Grade 4**

## **Description**

Fourth grade social studies will focus on studies of Kentucky and U. S. regions. This will provide students with the opportunity to learn about the history and geography of both Kentucky and regions of the United States in an integrated program that focuses on historical perspectives, geography, economics, government and civics, and culture and society.



## **Course Questions**

Our primary goal of this course is to help students communicate knowledge and become caring, contributing, tolerant, and thinking citizens within their own environment. To achieve this, the following course-long questions should be considered through all units of study:

- What are responsible choices and how are they determined?
- How does an understanding of others contribute to tolerance, respect, and acceptance?
- How do we resolve conflict positively and constructively?
- What connections can be made to demonstrate an understanding of content and concepts?

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> <li>How did events early in Kentucky history lead to statehood?</li> <li>How did culture and social institutions impact Kentucky development?</li> <li>How did economic issues impact Kentucky development?</li> <li>What impact did geography play in the development of Kentucky?</li> </ol>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>Develop a chronological understanding of the early history of Kentucky</li> <li>Chronological understanding</li> <li>Use tools to investigate historical and geographic information</li> <li>Cause and effect relationships</li> <li>Understand different groups and individuals</li> <li>Physical geographic features of Kentucky</li> <li>Human interaction with environment</li> <li>Understand scarcity and resultant decision-making</li> <li>Understand basic purposes of government</li> <li>Understand individual rights and responsibilities</li> <li>Recognize elements of culture</li> <li>Understand social institutions and their effects</li> <li>Understand tensions, conflicts, and their resolutions</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>As cultures emerge and develop, conflict and competition may occur.</li> <li>Patterns emerge as humans move, settle, and interact on Earth's surface.</li> <li>Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.</li> <li>People explored and settled Kentucky for multiple reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Early explorers</li> <li>Early settlements</li> <li>Reasons for settlement</li> <li>Natural resources</li> <li>Cumberland Gap</li> <li>Major rivers</li> <li>Leaders in settlement</li> <li>Government structure</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Trace the route the settlers used and determine why they settled where they did.</li> <li>Create illustrated time lines of early development. Focus on major events (e.g., early exploration, settlement, statehood) and important people (e.g., Daniel Boone, Simon Kenton, Christopher Gist, John Filson, Dr. Thomas Walker).</li> <li>Use primary and secondary sources (e.g., diaries, journals, illustrations, visual and written material) to examine different perspectives and interpretations then write from various perspectives in a variety of forms (e.g., feature article, transitional writing, diary entry)</li> <li>Create posters with visual and written information on different people and groups and their reasons for exploring and/or settling in Kentucky.</li> <li>Create thematic maps of Kentucky (e.g., population and occupations) showing where ancestors live or lived.</li> </ul>

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
1. How did the geographical features affect the lifestyles and cultures of each region's inhabitants?	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>Five themes of geography: location, place, regions, movement, relationships within places</li> <li>Explain human and geographic physical features</li> <li>Understand how humans have interacted with the physical environment</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>Simple physical, political, and thematic maps, globes, charts, photographs, aerial photography, and graphs can be used to find and explain locations and display information.</li> <li>Mental maps are used to demonstrate where things are and how they are arranged.</li> <li>Different factors in one location have an impact on another location (e.g. natural disasters, damming a river).</li> <li>Every place is unique and can be described by its human and physical characteristics.</li> <li>Regions are areas that have one or more physical or human characteristics in common.</li> <li>Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.</li> </ul>	<ul style="list-style-type: none"> <li>Bluegrass</li> <li>Knobs</li> <li>Eastern Mountains and Coal Fields</li> <li>Western Coal Fields</li> <li>Pennyroyal</li> <li>Jackson Purchase</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Create three-dimensional map showing the six regions and their geographic distinctions.</li> <li>Use maps, globes, mental maps, etc. to explain human and geographic physical features.</li> <li>Research elements of culture to determine their significance to different regions in Kentucky.</li> <li>Create travel brochures of unique places with some brochures focusing on physical characteristics and other focusing on human-made characteristics, using technology.</li> </ul>

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> <li>What are the basic purposes of government and how do they apply to the right and responsibilities of individuals?</li> <li>As a citizen living in Kentucky, how do my local and state governments affect me? What are my rights and responsibilities as a citizen in Kentucky?</li> <li>What is the culture of Kentucky? Does that describe my own personal culture?</li> <li>What is my own economic system and how does living in Kentucky affect my economic decisions?</li> </ol>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>Recognize how lifestyles and conditions have changed over time in Kentucky.</li> <li>Understand the concept of producers and consumers.</li> <li>Understand the basic economic concept of scarcity.</li> <li>Understand economic concepts as related to conditions or events in Kentucky.</li> <li>Understand the basic purposes of government in Kentucky.</li> <li>Recognize the three levels of government.</li> <li>Identify the branches of government and their responsibilities.</li> <li>Understand the rights and responsibilities of citizens of Kentucky, including participation in government and civic affairs.</li> <li>Understand similarities and differences in groups and cultures in Kentucky.</li> <li>Understand that specific symbols, monuments, buildings, and slogans represent ideas and events.</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>The U.S. government guarantees certain rights such as those found in the Bill of Rights.</li> <li>Various human needs are met through interaction in and among social groups (e.g. family, schools, teams, and clubs)</li> </ul>	<ul style="list-style-type: none"> <li>Understand the differences between needs and wants.</li> <li>Three branches of government</li> <li>Three levels of government</li> <li>Functions of government</li> <li>Offices associated with government</li> <li>Bill of Rights</li> <li>Elements of culture: dress, literature, dance, art, language, and music</li> <li>Social institutions: government, economy, education, religion, family</li> <li>Understand simple, physical, and thematic maps.</li> <li>Understand absolute location defined by latitude and longitude.</li> <li>Understand concepts of markets, goods and services, barter, supply and demand, scarcity, opportunity cost, money as a means of exchange, and profits.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Create a personal declaration of rights and present it to the class.</li> <li>Conduct surveys of community members or pen pals to determine what people think the purpose of government should be. Analyze findings.</li> <li>Create bulletin boards, posters, or charts with the three levels of government and list functions of each.</li> <li>Examine branches of government, the offices associated with them, and the rationale of checks and balances.</li> <li>Create mini-dramas about an average fourth grade and their rights and responsibilities in different roles and in different groups.</li> <li>Create posters using the slogan “Uncle Sam NEEDS You.” Include information on why it’s important for individuals to participate in government and civic affairs.</li> <li>Research elements of culture and create a PowerPoint presentation.</li> <li>Create Top Ten lists for: ways that social institutions make life better help people, reasons that conflict can occur, best ways to resolve conflict.</li> <li>Have a class auction and sell contributed items.</li> <li>Produce an item within a business. Have an economic fair to sell product.</li> <li>Create a product and take it from idea through profit or loss, including costs, advertising, and sales.</li> <li>Analyze Kentucky’s symbols and slogans to determine their significance.</li> <li>Create a new flag, slogan, and seal to represent Kentucky’s present situation.</li> <li>Visit Frankfort to tour the old Capitol, new Capitol, Kentucky History Center, Military History Museum, Vietnam Veterans’ Memorial, Daniel Boone’s Tomb, etc.</li> </ul>

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> <li>How are the regions of the United States alike and different?</li> <li>Where are the states and their regions?</li> <li>What is the early history of the region?</li> </ol>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>Understand that all places within the United States have an absolute and relative location.</li> <li>Use a variety of tools to obtain and present geographic information about the United States.</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>Patterns on Earth's surface can be identified by examining where things are, how they are arranged, and why they are in particular locations.</li> <li>Every place is unique and can be described by its human and physical characteristics.</li> <li>Regions are areas that have one or more physical or human characteristics in common.</li> <li>Patterns emerge as humans move, settle, and interact on Earth's surface.</li> <li>Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.</li> </ul>	<ul style="list-style-type: none"> <li>Locate states within regions.</li> <li>Identify unique cultures within regions.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Relate current events and geographic issues to regions studied.</li> <li>Memorize each state within its region and regional location.</li> <li>Read and interpret graphs.</li> <li>Make posters of landforms.</li> <li>Interview a person who has moved from one region to another.</li> <li>Write diary entries to describe a day in the life of a person in that region (distinct from other regions).</li> <li>Plan a Barter Day so students can understand the concept of pioneer times before money was used.</li> <li>Begin a business to understand about corporations and investors.</li> <li>Make a shoebox diorama of life of a group in a region, such as the Sioux Indians.</li> <li>Role-play he or she is a newspaper reporter interviewing an early inventor.</li> <li>Plan advertising project for industries in that region.</li> <li>Make a picture dictionary of English words that have come from another language.</li> <li>Construct time lines of events in a region.</li> </ul>